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ABSTRACT

An annotated bibliography is presented on affirmative action policy in postsecondary education. More than 40 entries mostly dated 1975 or later, represent a wide variety of resource materials that focus on the issue of educational opportunity in higher education. Major areas of concern are: employment of underrepresented groups in higher education; equality of educational opportunity in educational policies and programs in postsecondary institutions; equal access to higher education through the admissions process; historical overviews of equal opportunity in higher education in the United States; federal policies and regulations pertaining to affirmative action; and legal premises of affirmative action and their implications for higher education. (DC)

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AFFIRMATIVE ACTION: IMPLICATIONS FOR HIGHER EDUCATION

PART II.

AN ANNOTATED BIBLIOGRAPHY

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By

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A RESEARCH REPORT
SUBMITTED TO ERIC CLEARINGHOUSE (RIE)
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THE UNIVERSITY OF IOWA

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ABSTRACT

The following report presents an annotated bibliography on affirmative action policy in post-secondary education. It is the purpose of this report to overview a wide variety of resource material(s) which focus on the issue of equality of educational opportunity in (Higher) education.

Areas of concern presented in Part II of this report center around, a) employment of under represented groups in higher education; b) the equality of educational opportunity in educational policies and programs in post-secondary institutions; c) equal access to higher education through the admissions process; d) an historical overview of equal opportunity in higher education in the United States; e) federal policies and regulations pertaining to affirmative action; and f) legal premises of affirmative action and their implications for higher education.

Anderson, L. Manpower and the minority student: Regional spotlight. 1976 Sept. Southern Regional Education Board. Atlanta, Ga.

This report focuses on the enrollment of black students in post-secondary education. The report provides data pertaining to 1) admissions, 2) recruitment, 3) enrollment projections, 4) occupational outlooks, and 5) patterns of graduation and retention. Provides excellent research data and tables. Caution; applicable primarily to southern regions of the United States.

Association of American Colleges. Women in higher education administration. New York: Ford Foundation, 1978.

Two papers are presented that examine barriers to women in academic decision-making. Emphasizes the use of effective strategies for advancing women in higher education. Affirmative hiring goals, search procedures, communication, and development programs are discussed. Focuses on career patterns of successful women in higher education administration.

Astin, A. W. Data pertaining to the education of women: A challenge to the federal government. Washington, D.C.: U.S. Bureau of the Census. 1978.

This report focuses on the employment of women at all levels of education. Data is provided for a comprehensive assessment on the educational status of women. The study focuses on a) sex-role stereotyping, b) mechanisms for survey and recruitment of qualified

females, c) women in higher education, and d) equal pay. This is a longitudinal study that traces the effect of Title IX on women in the world of work. Excellent reference material for examining progress.

Atelsek, F. J., & Gomberg, I. Special programs for female and minority graduate students. Washington, D.C.: American Council on Education, 1978.

This paper focuses on educational policy and programs designed to increase the numbers of female and minority group members in higher education. The study highlights recruitment by disciplines, degrees awarded, and financial assistance. The survey results indicate that nearly half of the doctoral and professional institutions offered some form of special recruitment, academic, and financial aid programs for non-traditional students. This report provides a wealth of statistical data for further research studies.

Balderston, F. E. Managing today's university. San Francisco: Jossey-Bass Publishers, Inc., 1978.

This text is included for its emphasis on management and policy formulation in higher education. Affirmative action is addressed in the text through three principle contexts; 1) affirmative action policy in terms of hiring and promotion of women and minority faculty persons, 2) decentralization of institution-wide policy and implications of affirmative action, and 3) the need to upgrade university wide informational systems to compliment reporting federal affirmative policy and guidelines. Text provides a good overview of university operations.

Bell, D.E. et al., Development of affirmative action programs at all levels of higher education employment: Development of programs to increase minority and women student enrollment. Illinois State Board of Education., 1975.

This is a report of the Master Plan committee on affirmative action. The report focuses on administrative, faculty, and civil service employment along with student enrollments. It addresses barriers to affirmative action which includes; 1) attitudes, 2) various pre-employment practices, 3) student enrollment issues, and 4) a lack of public accountability.

Blackwell, J.E. Access of black students to graduate and professional schools. Georgia: Southern Education Foundation. 1975.

This study focuses on the issue of minority access to graduate and professional schools. It addresses the special efforts that were made to increase the number of blacks in graduate and professional education.

Bugenhagen, D. et al., Title IX: Self assessment guide for financial aid officers. New York: Syracuse University Press, 1976.

This self assessment guide is designed to help financial aid offices review their policies, procedures, and practices to determine if they are in compliance with Title IX regulations. The article addresses such policy and procedural questions pertaining to; a) fellowships, b) scholarships, c) grants,

d) student employment, e) student assistantships, etc. A format for evaluation and compliance procedures are included.

Carnegie Council on Policy Studies in Higher Education. Making affirmative action work in higher education: An analysis of institutional and federal policies with recommendations. San Francisco: The Carnegie Council on Policy Studies in Higher Education. Jossey-Bass Publishers, Inc., 1975.

This report focuses on a) women and minorities on faculties, b) academic policies under the impact of affirmative action, c) goals and timetables for hiring and promotion of under represented groups, d) deficiencies in the administration of federal programs, and e) background of federal policies through Executive Orders; (i.e. Titles) VI, VII, & IX. A comprehensive report on affirmative action in higher education which sets forth a series of proposals and recommendations for action and progress in equal employment opportunities.

Educational Testing Service Graduate & professional school opportunities for minority students. (6 ed.) Princeton, New Jersey: ETS Publications. 1975-77.

This reference work provides resource material and information for aiding minority students in identifying and locating graduate and professional schools. This reference work provides detailed information concerning, 1) sources of funding, 2) qualifying examinations, 3) admissions standards and deadlines

for application, and 4) contact persons in educational programs in higher education institutions in the United States. Focuses on affirmative action through an equal access model of graduate and professional education.

Film: "Boomerang." Chicago, Ill.: Leopold & Associates, Distributors., 1978.

The objectives of this film are to, 1) provide case examples of violations of equal employment practices, focusing on a) interviewing bias, b) sexual bias, and c) radial bias(es) in hiring and promotion practices in business and education. A series of short vignettes are designed to provide illustrative examples pertaining to each case. Highly recommended for human relations and staff training seminars. Outlines affirmative action policy.

Fort, V. Affirmative action in the 80's: Toward a politics of equality. Journal of Public Policy. 1978, March 1, (2), 182-209.

This article focuses on disadvantaged persons from an economic perspective. It takes the position that white Americans should be actively and sincerely encouraged in their present pursuit of post-graduate and professional education. The adoption of admissions procedures that focus on policy aimed at 1) economic disadvantage, 2) ethnic origin, and 3) first generation college attendance are discussed.

Foxley, C. H. Locating, recruiting and employing women: An equal opportunity approach. Garrett Park, Md.: Garrett Park Press., 1976.

This book is designed to aid employers in providing equal opportunity for women. It is divided into seven chapters. Educational background and employment preparation of women are highlighted. The text takes a "cookbook" approach to outlining implementation procedures of affirmative action. An extensive bibliography is also provided. Foxley is currently a University of Iowa faculty member.

Furniss, T. W. Time for houyhmms: Personnel policies and government controls. Los Angeles, Calif.: American Council on Education., 1973.

This interesting report focuses on personnel policy in higher education institutions. It also focuses on affirmative action in the context of academic planning for future decades. The author indicates the need for (better communication and) standardization of procedures and guidelines among governmental agencies. The article is premised on the story of Gullivers Travels.

Glazer, N. Affirmative discrimination: Ethnic inequality and public policy. New York: Basic Books, Inc., 1975, 1978.

This text offers an alternative position on the purpose and objectives of affirmative action programs in a democratic society. The author takes the position

that "special treatment" for any group in America is contrary to basic principles of democracy. This text focuses on the constitutionality of affirmative action in terms of affirmative discrimination and preferential treatment. Focuses on aspects of ethnic identity among Americans. Recommended for its alternative perspective.

Glazer, N. & Moynihan, D. Ethnicity: Theory and experience. Cambridge, Mass.: Harvard University Press. 1975.

This text presents a comprehensive outline on ethnicity in American society. It provides interesting reading on the historical and political development of affirmative action in public policy. Edited as a series of articles by well-known scholars, the text focuses on affirmative action in terms of, a) pluralism, b) ethnic groups, c) international relations, d) ethnic identity, and e) racial group relations. The primary emphasis is on social policy and equality of economic opportunity. Recommended.

Habecker, E. B. Affirmative action in the independent college: A practical planning model. Washington, D.C.: Council for the Advancement of Small Colleges, 1977.

A document prepared with the intention to enable small and independent colleges to come to grips with both the concerns and expectations of affirmative action. "A practical planning model" reflects CASC's belief that, in spite of bureaucratic problems equal

employment opportunity is a worthy goal for the small independent college, whether or not such an institution is compelled to file an "affirmative action" plan or "equal opportunity" plan. This report is a "cookbook" on affirmative action. First-rate reference material.

Healy, T. S. The case for open-admissions: New problems, new hopes. Change Magazine. 1973, 1, (2) 36-40.

This article discusses open admissions in the context of an inherent right rather than a privilege. It points out the strengths and weaknesses of open admissions concluding that it is difficult to determine impact. This program, or admissions procedure produced an overall increase of 18% in college applications. Recommended reading for community college personnel.

Hintze, L. Affirmative action: Progress "mixed." The Daily Iowan. 1980, April, 18, 2, (1), 1-6.

This article reports on affirmative action programs and policy at the University of Iowa. It consists of data on hiring and employment practices. The article indicates that the University's commitment to affirmative policy has not met with all of its desired goals to date. Affirmative action policy is reviewed in terms of a) procedures for "seeking out" qualified candidates from under represented groups b) minority and female pay scales and promotions, and departmental "good faith" efforts.

Jones, P.E. The changing profile of black administrators in predominantly white colleges and universities. Paper presented at the second annual conference on Blacks in Higher Education. 1977, March. (ERIC Document: No: ED 138-192)

This paper focuses on the role of black administrators in predominantly white post-secondary institutions. The study focuses on institutions where black and other minority enrollments are less than 10% of the total population. Jones concluded that black administrators at these institutions were overrepresented in entry level positions. Many black administrators tended to be overconcentrated in special programs such as Educational Opportunity Programs (E.O.P.) and Special Services. The author indicates barriers to upward mobility as blacks, a) not being faculty members, b) dead-end administrative positions, and c) systematic racism.

Jones, P.E. (Ed.) Historical perspectives on the development of equal opportunity in higher education. American College Testing Program. Iowa City, Ia.: Special Report #22, 1978.

This special report is a series of six addresses given at the University of Iowa Training Institute for E.O.P. administrators in 1974. The report addresses the issue of affirmative action through equality of educational opportunity. Important reading for the addresses given by such scholars as University of Iowa President, Willard L. Boyd, and William Turnbull, among others. Jones is currently an Associate Dean at the University of Iowa.

Kronovet, E. The managers of affirmative action and their roles in the selection process. Washington, D.C.: American Association for Affirmative Action., 1977.

This study focuses on the process of affirmative action in community colleges. It represents the culmination of a nationwide survey with a primary emphasis on the state of California. The report concentrates on 1) managerial practices, 2) the extent to which A.A. officers are considered full-time, or collateral responsibilities. The relationship of affirmative action officers to high ranking officials is also highlighted.

Liss, L. Affirmative action: Field laboratory for sociologists. American Sociological Association. 1976, New York.

This paper presents a model of the role of the affirmative action officers in higher education. The emphasis of this report is on the role of social research in facilitating a successful affirmative action program in post-secondary education. Some elements in the study focus on power, conflict, and social change in the university. Conclusions are that sociological training is particularly well suited for the role, and can aid in finding viable solutions to institutional sexism and racism.

Marshall, T. Justice Thurgood Marshall's opinion in the Bakke case. Crisis. 1979, February, 86, (2), 45-50.

Presented is the dissenting opinion forwarded by Associate Justice Marshall in the Bakke decision. The

dissent has been hailed as "billiant" legal writing. It presents an historical synopsis that offers a comprehensive overview of legal, and constitutional law concerning the black race in America. The opinion addresses elements such as 1) reverse discrimination, 2) race in admissions, 3) affirmative action, 4) quotas, 5) higher education, and 6) equal education.

Matthews, M. & McCune, S. Why Title IX? Washington, D.C.: National Foundation for the Improvement of Education., 1976.

This report highlights implementation of the regulations regarding Title IX of the 1972 Education Amendments. It concentrates on the policies and procedures for eliminating sex discrimination in educational programs and activities. Focuses on students, employees, women, and minority faculty members in post-secondary education.

Matthews, M. et al., Complying with Title IX: Implementing institutional self-evaluation. Washington, D.C.: National Foundation for the Improvement of Education, 1976.

This report consists of an implementation package and model for compliance with affirmative action regulations for institutions of higher education. It is a handbook for evaluation of educational programs and policies relating to Title IX. It focuses on access to a) general courses, b) physical education, c) vocational education, d) counseling, etc. Also

provides a model and format for submitting reports and documents on Title IX compliance procedures.

McCune, S. Identifying discrimination: A review of federal anti-discrimination laws and selected case examples. Washington, D.C.: National Foundation for the Improvement of Education., (DHEW), 1976.

The report facilitates the understanding and interpetation of federal and state laws that prohibit discrimination and their implications for educational policies and practices. The study is intended for administrators and personnel of elementary, secondary, and post-secondary institutions. A summary of federal laws and regulations is provided. Case studies provide pertainent examples to which discriminatory practices may apply.

McCune, S. & Matthews, M. Programs for educational equity: Schools and affirmative action. Washington, D.C.: U.S. Office of Education, (DHEW), 1975.

This report is a technical tool for a comprehensive overview of affirmative active in a legalistic context. Policies and programs as well as procedures are outlined for meeting affirmative action guidelines. A historical synopsis on the 1964 Civil Rights Amendment is provided. Summaries of Title VII, Title VI, and Title IX are highlighted. An excellent reference piece.

McKay, R. B. Act in good faith. AGB Reports. 1979, 21, (2), 15-16.

This article focuses on admissions criteria, affirmative action, and supreme court litigation. It is argued that the Supreme Court's Bakke decision overturning the University of California's minority admissions program is good for those who favor affirmative action programs in higher education. The Supreme Court gives wide latitude for devising programs that take race and ethnic background into account if colleges are acting in good faith.

National Board on Graduate Education. Minority group participation in graduate education. Washington, D.C.: National Academy of Sciences, 1976.

This study of minority group participation in graduate education was undertaken with a view to aiding policy formulation, program planning, and specific actions to provide access to graduate and professional education. The study examined certain activities and concerns of graduate schools including recruitment, admissions, and financial aids.

Royce, W. J. The myth of affirmative action. New York: Annual meeting of the Society for the Study of Social Problems., 1976.

The principles of affirmative action policies and their implementation are examined in this paper. The focus is on American businesses and post-secondary institutions. Hiring practices, promotions, and

salaries are discussed. The report questions the intent and legitimacy of affirmative action programs.

Sells, L. W. Toward affirmative action. San Francisco: Jossey-Bass Publishers, Inc., 1974.

This publication notes some of the positive achievements in affirmative action. For instance, in 1967 women represented 3% of the appointments to ladder faculty rank positions while in 1973, they filled 48% of the vacancies. The study indicates a falling off of the percentage of women and minorities in graduate study. This decline directly effects the availability of these under represented groups for recruitment and hiring at the faculty level in post-secondary education.

Shapiro, H. W. The Bakke decision: Illusion and reality in the Supreme Court. Crisis. 1979, February, 86, (2), 62-66.

This brief report offers an overview of the opinions of all nine Supreme Court justices in the Bakke case. The report is a legal treatise. Both sides of the issue of "reverse discrimination" is discussed. A summary on the Supreme Court litigation and proceedings offers insight into past policy in interpreting the Fourteenth Amendment and the 1964 Civil Rights Act.

Silvestri, M. J. & Kane, P.L. How affirmative is the action for administrative positions in higher education? Journal of Higher Education. 1975, XLVI, (4), 60-65.

This report focuses on research assessing the affirmative action commitments of post-secondary institutions. Its summaries indicate that institutions are not providing full-scale recruitment efforts for quality female and minority candidates. Although designated as "equal opportunity employers" institutions do not put forth any extra effort to seek out non-traditional candidates for appointments in higher education.

Sowell, T. Affirmative action reconsidered: Was it necessary in academia? Washington, D.C.: American Enterprise for Public Policy Research, 1975. (ERIC Document: No. ED 147 247)

In this study affirmative action is viewed from various angles. A distinction is made between the basic concepts and legal rationale for affirmative action and the many specific laws, regulations, and practices that developed under the label. The study revealed among other things that only 18% of black academics held the doctoral degree, compared to 38% of white academics. The study deals with race and sex differentials in employment, pay and promotion prospects.

Taylor, E. Institutional evaluation: The title IX requirement. Washington, D.C.: American Council on Education., 1975.

A general procedure for self-evaluation by educational institutions is outlined. Topics of interest covered in the paper are, remedial and affirmative action, a general plan for self-evaluation, adoption of grievance procedures, admissions, and recruitment. This

study serves as a model for implementing an institutional affirmative action plan in post-secondary education.

Thornberry, M. Unexpected benefits, expected defeats: Affirmative action for women. 1978. November (ERIC Document: No. ED 162-584).

This study focuses on hiring practices pertaining to women in higher education. The emphasis is on faculty appointments. The unexpected pressures for affirmative action policy is explored. The article is recommended reading. Summaries provide case studies and detailed descriptions of university policy and regulations.

U.S. Commission on Civil Rights. Affirmative action in employment in higher education. Washington, D.C.: A consultation sponsored by, The United States Commission on Civil Rights, September 9-10, 1975.

Presented are the proceedings of the National Conference on Affirmative Action pertaining to higher education. This document focuses on affirmative action in terms of faculty recruitment, promotion, and tenure policy and practice. This report represents both a public consultation and an educational dialogue on affirmative action in higher education. A series of reports and position papers by educational scholars and government officials which focus in large part on the recommendations set forth in the Carnegie Council monograph of 1975. A source recommended for those who seek a comprehensive overview of affirmative action in higher education.

U.S. Office of Education Title IX of the Education Amendments of 1972 -- A summary of the implementing regulation., 1976. (ERIC Document: No. ED 125 464).

A summary of the Title IX legal document. Its provisions are grouped into five major sections, 1) general provisions, 2) coverage, 3) admissions, 4) treatment of students in educational programs and activities, and 5) employment practices. Also provided are the enforcement procedures designated under the Act. Excellent reference material.

U.S. Office of Education Title IX: Selected resources. National Foundation for the Improvement of Education. Washington, D.C., (ERIC Document: No. ED 125 465) 1976.

This document is designed to provide sources pertaining to the legal documents of Title IX. It is an annotated listing of resource materials on affirmative action. Included are Office of Civil Rights documents and general resources concerning guidelines and policy. Excellent reference material.

U.S. Office of Education Identifying discrimination: A review of federal anti-discrimination laws., 1976. (ERIC Document: No. ED 125 467)

This paper provides a review and summary of federal laws and regulations prohibiting discrimination in educational institutions and governmental agencies. This is a legal document which focuses on the statutes

under 1) Title VII, 2) Title IX, and selected elements of the 1964 Civil Rights Act. Case examples are provided. Reference material.

U.S. Department of HEW Memorandum to college and university presidents. Washington, D.C.: Office of the Secretary (HEW), 1974 December.

A statement of policy pertaining to Executive Order #11246 as amended, from the U.S. Office of Civil Rights. This policy memo focuses specifically on higher educational institutions. Policy formulation is outlined in terms of a) recruitment and employment, b) institutional affirmative action procedures, and c) data collection and reporting. A policy guideline model.

U.S. Department of HEW The relevance of race in admissions. Berkeley Calif.: Carnegie Council on Policy Studies in Higher Education., 1977.

This statement is a position paper on policy relating to the outcomes and legal ramifications of the Bakke case. The Council holds to the position that racial experiences of an academically admissable student are among the criteria relevant to admissions decisions in post-secondary education.

Willie, C. V. The sociology of urban education: Desegregation and integration. Lexington, Mass.: Lexington Books, D.C. Heath & Company, 1978.

This report is included in this profile on affirmative action for its dual emphasis on the transition step between secondary and post-secondary education, and equal employment opportunities in post-secondary education. Part IV of this text focuses on the integrating of colleges and universities. Topics which are highlighted include, a) black students on white campuses, b) social-psychological aspects of minority persons at predominantly white institutions, and c) affirmative action practice in desegregating college and university faculty and staff. Affirmative action is presented in terms of the legal implications, historical processes, and equal access to post-secondary institutions. Recommended reading for Secondary and Post-Secondary administrative officials.